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ABSTRACT

The paper examines current thoughts on leadership (specifically the works of James MacGregor Burns) and presents a simulation exercise developed as a practical application of Burns' model which can be used in secondary social studies classes for gifted students. Concepts of leadership and its development are addressed, as is the relationship of leadership development to moral development. The simulation activity is designed to develop transactional leadership (in which goals are independently held by leader and follower). The dilemma encourages the students to decide as a group on a course of action and evaluate the consequences. (CL)

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LEADERSHIP: A DEVELOPMENTAL APPROACH:

A SIMULATION EXERCISE BASED ON THE THEORY OF JAMES MAC GREGOR BURNS*

I. Introduction:

In a report to Congress (Marland, 1972), an advisory panel established by the Commissioner of Education identified six areas of high potential which characterize children and youth who are gifted/talented. One of these areas is leadership ability. However, leadership development has received far less attention than creative or cognitive development in programs for gifted and talented students. This article was designed to address the need for programs in leadership education for gifted students. An appropriate role of social studies teachers has always been in the development of social leadership.

This paper suggests an approach to leadership development which involves two stages:

(1) adoption and synthesis of a theoretical view of leadership and

(2) creation of a student learning experience (a simulation exercise) based upon the theory.

Our broad objective is to base pedagogic practice upon disciplined theory. The theoretical foundation for this exercise is found in an influential book by a distinguished historian of government, James MacGreagor Burns. In Leadership (1978) Burns provides a development model of leadership based on the humanistic and developmental theory

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of Maslow, Kohlberg, Piaget, and others. Burns fleshes out and vitalizes his theory by weaving in historical case studies, particularly the careers of Gandhi, Lenin, Wilson, and Hitler. Leadership contains a rich background of historical evidence to support Burns' conclusions.

Part II will provide a short overview of current thought on leadership and a summary of the important concepts which Burns has formulated regarding the structureof leadership and its development. Part III is a simulation exercise which is developed as a practical application of Burns' model which can be utilized in secondary school social studies classes.

II. Leadership

At a conference sponsored by the Office of Gifted and Talented (U.S.O.E.), A. Harry Passow reviewed current concepts of leadership (1978). Although his focus was upon university-based training programs, the generalizations which he drew apply to the entire continuum of leadership development. Passow's conclusions are presented as a backdrop to my synthesis of Burns' model of leadership. Passow's generalizations follow: (pp. 9-10)

> 1. Leadership is a process of group interaction. . . .
>
> 2. Leadership is neither a trait nor a quality which exists by itself. . . .
>
> 3. Leadership emerges as a function of the needs of the specific situation. . . .
>
> 4. Leadership emerges when an individual is perceived by some members of a group as having or controlling means which help in the identification or attainment of group and/or individual goals. . .
>
> 5. Different means are needed to achieve group goals. The person recognized as having the competencies, insights, or means required to attain the group or individual goal will be looked to for leadership in that particular situation. . . .

6. Psychological factors . . . . affect the emergence of leadership. . . .

7. The methods by which an individual may emerge in a leader role are varied. . . .

8. Situational factors will determine the quality of leader roles.

Additional insights regarding the nature of leadership are found in a study of group dynamics by Napier and Gershenfeld (1973). They survey the literature on leadership subsequent to World War I. Research based on the hypothesis that there are specific personality traits which are identified with leadership has been ineffective. "Rather, leadership seems to be based upon a working relationship among members of a group, in which the leader achieves his special status through active participation and demonstration of ability to carry tasks through to completion." (p. 137)

Napier and Gershenfeld reach three conclusions:

> . . . leaders do not possess qualities which demarcate them from nonleaders; . . . who will be leaders depends upon a complex of forces which do not permit prediction, and, finally, . . . leadership potential is widely diffuse[d] (p. 138)

A. Leadership as Development: The [h]ead findings outlined above are not inconsistent with the seminal work of James MacGreagor Burns in Leadership. He provides important distinctions, as between leadership and power.

> Leadership over human beings is exercised when persons with certain motives and purposes mobilize, in competition or conflict with others, institutional, political, psychological, and other resources so as to arouse, engage, and satisfy the motives of followers. This is done in order to realize goals mutually held by both leaders and followers. . . . (p. 18).

Legitimate leaders must motivate their followers to common purposes, which must be realized and satisfied.

> Leadership is exercised in a condition of conflict or competition in which leaders contend in appealing to the motive bases of potential followers. Naked power, on the other hand, admits of no competition or conflict--there is no engagement. (p. 18)

The pursuit of joint goals by leader and follower takes two different forms. One of these is transactional leadership. Transactional leadership ". . . occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things." (p. 19) Goals are independently held by leader and follower. Burns creates his description of transactional leadership and seems to draw upon the model of economic man embraced by economists since Adam Smith. Transactional decision-process calls for autonomous, rational choice. The key is mutual respect.

The other legitimate form of leadership is transforming leadership. Transforming leadership entails an engagement between leader and followers which elevates the leader and followers to higher levels of motivation and purpose.

> Their purposes, which might have started out at separate but related, as in the case of transactional leadership, become fused. Power bases are linked not so much as counterweights but as mutual support for common purpose. . . .transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. (p. 20)

In transforming leadership the leader and followers are fused by the mutuality of their goals. Perhaps the most vivid example from our recent national consciousness is that of the ongoing civil rights movement. At least at certain phases of the movement, individuals have submerged in a common purpose, where their goals were indistinguishable from their leaders. Martin Luther King best exemplifies a recent leader who was able to generate this level of commitment.

The relationship of leadership development to moral development is now in focus. Burns builds upon a developmental approach; it is natural that his work overarches and complements the work of Maslow, Kohlberg, and others who have based their theories upon a developmental framework. Leadership, particularly transforming leadership, broadens and deepens the moral base of individuals and a society. Transforming leadership has a broad teaching function within society.

> . . . . leadership, especially transforming leadership--is far more pervasive, widespread--indeed common--than we generally recognize. . . Common, because acts of leadership occur not simply in presidential mansions and parliamentary assemblies but far more widely and powerfully in the day-to-day pursuit of collective goals through the mutual tapping of leaders' and followers' motive bases and in the achievement of intended change. It is an affair of parents, teachers, and peers as well as of preachers and politicians. (pp. 425-426)

Burns adopts a Kohlbergian analysis of moral development. The central process of the development of moral reasoning is conflict and choice.

> As children move through the stages of moral development they are caught between "natural" wants and needs and the necessity of obeying rules in order to avoid punishment; between idiosyncratic impulses and desire and the incentive to conform in order to receive awards, the return of favors, and the approval of others; between the desire to explore deviant kinds of behavior and the avoidance of unacceptable behavior because of guilt instigated by censure from legitimate authorities; between conflicting sets of personal values; and ultimately between condemnation by others and self-condemnation. Such conflicts are the main "motor" or condition for "upward" movement. . . . Often the conflicts can be resolved not in the circumstances of a particular moral stage but in the reorganized perspective of the next stage above, in role-taking, or in the resort to leadership. (p. 428)

One of the dilemmas of the pluralistic community in the United States is that teachers in the public schools are restricted in the nurturance of a strong moral commitment. The public schools

were conceived in paradox; they were formed in a historic period which embraced private enterprise, yet they were created with objectives of benign socialism. They were meant to shape values in all of the children. But their universality neutralized their very potential to shape values. "Perhaps because the schools seemed to hold such a colossal influence over the minds and manners of the young, . . . schools were devitalized as a means of overt value clarification and dissemination. Hence in many respects leadership may have been nurtured and shaped more in the home, in churches, on the athletic field, and on the job than in schools." (p. 450)

B. Implications for Leadership Development: Burns has touched one of the major paradoxes of American education, at least in the public sector. In our efforts to serve all of the people, we educators have adopted an official stance of value neutrality. In our efforts to be humane in the light of modern psychological theory, we have attempted to minimize conflict. In order to institutionalize mass education, we have constructed massive bureaucracies which remove choice from teacher, parent and child.

If these observations are valid, and I believe they are, they are a critique of major cultural phenomena which are beyond the capacity of the school to resolve short of extraordinary efforts and perhaps a re-shaping of public education itself. But insight is a necessary, if not a sufficient condition to the resolution of this fused problem of value and leadership education. A pedagogical approach which raises value issues in a context of active learning can enhance the development of leadership qualities.

C. "Dilemmas" as a Teaching Strategy: One pedagogical technique which has enjoyed wide application (and endured some controversy) has been the use of "dilemmas" in teaching. Beyer (1979) indicates the similarities between values clarification and moral reasoning strategies.

> The heart of each strategy consists of making students aware of a gap between "the creed and the deed" as Simon calls it or between "is and ought' as Kohlberg refers to it. Helping students become alert to the existence of this gap makes them more inclined to move to close this gap, to bring their actions closer to what they profess to value. (p. 286)

Fortunately, there has been a substantive effort to convert the moral reasoning approach to classroom practice. The Social Studies Curriculum Center at Carnegie-Mellon University and the Laboratory of Human Development at Harvard University undertook a three-year project to apply Kohlberg's theories of moral development to social studies curriculum strategies. This work was guided by Professor Kohlberg of Harvard and Professors Barry Beyer and Edwin Fenton of Cargnegie-Mellon University. Galbraith and Jones reported upon the general thrust of their work in an article in Social Education (1975). Their "lesson plan for moral dilemmas" was the pedagogical basis for a special program for gifted students at Lehigh University during the summer session of 1979. This experience and the Galbraith-Jones article provided the background for the simulation exercise developed by the author which is given in Part III.

E. Simulation as a Teaching Strategy: A simulation approach is consistent with the theoretical approach which has been developed above. Simulation activities involve the students at more than an abstract, intellectual level. William Ray Heitzman of Villanova

University has summarized the research on simulation (1974). Three of the conclusions of his research are relevant for our purposes.

> The psychological atmosphere of the classroom is important to successful instruction. Educational games provide an opportunity for learner-centered instruction in a flexible leadership style for the teacher.
>
> Students are highly motivated by educational simulations and enjoy playing them.
>
> Simulations have been shown to be able to teach facts and other intellectual skills as well as alter the attitudes and opinions of participants.

The simulation activity presented in Part III is intended to familiarize students with one aspects of Burns' theory within a context of activity learning. It is a cautious first step in implementing a difficult concept. An exercise designed to develop transactional leadership has been selected because transactional leadership is less threatening than transforming leadership. The dilemma chosen is intended to be acceptable even in conservative settings.

The plan which follows provides a structure for the simulation exercise in transactional leadership. The plan has two parts. There is an introduction for teachers which suggests a strategy based on group process. There is also a student introduction to the dilemma. In order to familiarize the reader with the dilemma it will appear next. In a teaching situation it would follow the introduction for students.

E. <u>The Dilemma: Wood or Bread?</u> You are members of a religious group which is persecuted in your home country. In order to resolve the problem, the government of your country agrees to permit all of the members of your group to migrate to an unexplored island in the Pacific over which it has

jurisdiction.

The members of this class have been selected as the advance group which will prepare the island for settlement. You have full authority to proceed with whatever needs to be done in order to get the island ready for settlement.

When you arrive and begin to explore you find that the island has rich soil and a temperate climate. The island is covered with fine trees which can be used for construction. There is sufficient level land for crops and pastures.

Your group is dedicated to an agricultural and simple way of life. One of the major aspects of your belief system is that it is improper to eat meat. This belief is based primarily upon your views of nutrition, rather than beliefs based on religious faith.

One member of your group is a scientist. He discovers that the most common tree is a variety which once was abundant in the civilized world. However, the variety has been wiped out by a blight in all countries where food is cultivated. The carrier of the blight is cereal grains, such as wheat and rice. Your group believes that cereals are important in assuring good nutrition. If your group begins to cultivate grain, the rare variety of trees will become blighted and die out. What should you do?

III. Wood or Bread: A Simulation Activity

A. Introduction for Teacher: This simulation exercise is designed to provide members of your class with experience in an aspect

of leadership development. The approach is a group decision-making activity which is intended to stimulate attitudes and skills consistent with "transactional leadership", as defined by Burns (1978).

Several assumptions have guided the development of the simulation exercise:

(1) Potential leaders must have experience in goal-setting and dealing with value questions.

(2) Leaders sometimes must be expected to defend positions with which they initially are not strongly committed.

(3) In order to understand an issue, wide discussion and debate are appropriate. In order to resolve an issue, negotiations within a small group are most effective.

The exercise utilizes an active engagement with value questions which is consistent with Lawrence Kohlberg's moral development approach. This is the technique of positing value "dilemmas" for analysis. There is a significant body of literature which supports this technique, particularly in the social studies, although the moral development approach has been utilized to simulate the development of student values in other subject fields as well. Background to the dilemma approach may be found in Beyer (1979) and Galbraith and Jones (1975).

The use of dilemmas as a teaching technique sometimes raises concerns. They generate some ambiguity. Strategies to resolve dilemmas rely on both divergent and convergent thinking. Because of the ambiguity they stimulate, it is hard to bring them to closure.

We have deliberately chosen a dilemma which is intended to

be as non-threatening as possible, in terms of its emotional overlay. It does raise issues of an environmental nature, but there is an attempt to provide balance and to structure two logical alternatives. It uses the technique of role-playing, which permits students to probe an issue without great emotional involvement. Suggestions are provided to assure closure consistent with standard group-process approaches.

B. Procedures: The following procedures are suggested:

(1) Introduction of lesson: A pre-test is provided to serve as an introduction to the exercise. It is intended to introduce the activity and to gain information regarding the present level of student knowledge. It is not to be graded.

Suggested learning outcomes are provided. It is recommended that these be discussed with the students in order to raise the level of awareness to the objectives of the activity.

The instructor should select the format which, in his or her professional judgment is best suited to inform the class members of the issues and background of the dilemma. It may be read to them or copies may be distributed to the class members. A small group could be assigned to role play the dilemma as a warm-up or exploratory experience.

(2) Group Activities: Have the entire class discuss the problem, without taking any value positions. The purpose of this discussion is to assure that all of the class members understand the facts of the dilemma.

Arbitrarily divide the class members into two groups for role playing:

(a) One group will favor rapid development of the island. They will wish to respond to the mandate to prepare the island for settlement as rapdily as possible. Ecological considerations are secondary to maintaining a way of life as faithfully as possible in the new setting.

(b) The other group will stress the necessity of conservation of all natural resources, particularly those species which are endangered by development. They are aware of the value of maintaining the ecological balance.

The task of each group is to develop a defense for its position, much as a political party develops a platform. Based upon this rationale, each group should draft a set of procedures or steps to settle the island based on its rationale. For example, a key problem will be the importation of grains. Have each group consider its strategy regarding the place of grain in the diet. Another problem will be the renewal of forests after a first cut has been made for buildings. After these positions and plans have been developed, bring the students together into their regular class settings.

(a) Select a small sub-committee composed of two or three members of each of the divergent groups to act as negotiating teams. It will be their task to negotiate a compromise which is acceptable to both positions.

(b) The remainder of the students will present their rationales and suggestions in a larger group setting, much as a legislative body would consider alternative proposals. They could engage in a formal debate. The purpose of these discussions will be to become familiar

with the alternative positions. This large group assembly will not be asked to reach closure.

(c) The negotiating committee will present its proposals to the entire class. The class members will not be permitted to make amendments. They must vote "yes" or "no" to the recommendations of the negotiating committee. If the vote is "no" the sub-committee could engage in further negotiations.

(3) Evaluation: Following the simulation exercise, explore with the students their attitudes toward the roles that had been assigned to them. Probe the attitudes and feeling toward the negotiating committee. Did the students resent being placed on that committee or being excluded from it?

Explain the difference between "transactional" and "transforming" leadership. How might this issue have been resolved with a "transforming leader"?

Use the questions from the pre-test as a post-test or construct another post-test. Discuss the results.

(4) Pre-Test (and Post-Test): Complete the following survey of your knowledge and attitudes at present. Select the one best response to each question.

____1. A style of leadership which uses an exchange of something of value to achieve mutual ends is called:

(a) free enterprise, (b) transactional leadership,

(c) "Tom Sawyer's fence", (d) transforming leadership,

____2. The best way to achieve a particular goal which involves other people is:

(a) do it yourself, (b) persuade somebody else to do it,

(c) decide as a group how it is to be done, (d) order the others to do the tasks,

____3. If someone whom you know has a different attitude toward a social problem and how it should be solved the best thing to do is:

(a) forget the differences and talk about something else,

(b) change your opinion to agree with his or hers,

(c) try to get the other person to change his or her mind,

(d) argue for the fun of arguing,

____4. In a group meeting, if you are selected as a spokesperson for a proposal with which you do not fully agree, you should:

(a) not try very hard to get it passed,

(b) try to change the proposal so you agree with it,

(c) try hard to get it passed

(d) turn the job over to someone who agrees with the proposal,

(5) Introduction for Students: The lesson which you are about to begin is designed to introduce you to a form of leadership which has been called "transactional leadership". Transactional leadership has been defined as follows:

> . . . .(T)ransactional leadership. . . occurs when one person takes the initiative in making contact with others for the purpose of an exchange of valued things. The exchange could be economic or political or psychological in nature: a swap of goods or of one good for money; a trading of votes between candidate and citizen or between legislators; hospitality to another person in exchange for willingness to listen to one's troubles. Each party is conscious of the power resources of the other. Each person recognizes the other as a person.
> (Burns, p. 19)

You will be introduced to a situation or dilemma. Your teacher will assign you to defend one of two alternative solutions. You will go through several steps in trying to resolve the dilemma satisfactorily. The objectives of this lesson are as follows:

a. Understanding and experiencing the transactional approach to conflict resolution,

b. Understanding of a group decision-making process,

c. Tolderance of contrasting idiological positions upon an issue,

d. Understanding of techniques of negotiation and consensus building,

e. Respect for the positive contribution of others.

Your teacher will now introduce a "dilemma".

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